The value of continuous professional development: teachers' perceptions

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The central argument is that in the presentation of workshops for teachers, pre-senters should focus on the principles underlying continuous professional deve-lopment (CPD), since teachers are likely to be more willing to attend workshops if they are worth the time spent and the sacrifices made. In a workshop, on supporting learners with learning difficulties, such principles were therefore applied. A hands-on presentation was used to ensure that the teachers fully understood the use of the suggested teaching methods. The teachers were then asked to complete a questionnaire to determine their perceptions of how they had experienced the workshop. The questionnaire focused on the various CPD principles applied in the workshop, as well as the personal value and expected effect of the workshop on their teaching approach. In general, the teachers reported that regardless of their teaching position, qualifications, gender, or age they had experienced the CPD workshop positively.

Keywords: *continuous professional development; in-service training; learning difficulties; teaching methods; workshop*

Background
I hear and I forget. I see and I remember. I do and I understand.
Since 1994, major changes have occurred in education policy in South Africa. Contrary to expectation, these changes have not always been welcomed. Teachers have, for example, been challenged to move to an outcomes-based education approach (Curriculum 2005) in an extremely short period of time, as well as to attend to learners with barriers to learning in an inclusive class-room (Department of Education, 2001). While these changes have allowed teachers some freedom, they have also caused stress, since many teachers are not equipped to deal with such changes. Management of human resources and continuous staff development and training have also become crucial (Early & Bubb, 2004:1; Harvey, 1999:599; Heyns, 2000:160). The successful implementation of new policies, such as the outcomes-based curriculum and inclusive education, will only be effective if teachers are adequately prepared and equipped by means of initial retraining and they realise the importance of improving their practice by means of CPD (Coetzer, 2001:89; Early & Bubb, 2004:3). It has become necessary to help teachers update their knowledge and skills and to deal with change, on the one hand, and manage human resour-ces better, on the other (Anderson, 2001:1).

The Gauteng Department of Education has taken on responsibility for the presentation of continuous professional development (CPD) workshops to assist teachers in the General Education Band (GEB) to upgrade their skills. However, the changes have been so far reaching that it has been impossible

to train all teachers adequately through the regular support services of the education department. Consequently, the Department of Education decided to contract teacher training institutions to assist with the process of CPD, which is how the current study originated.

The former Pretoria Teachers' Training College (now the University of Pretoria) was contracted to upgrade Gauteng teachers' subject knowledge and skills in the outcomes-based context. The training was presented over six Saturdays and covered mathematics, language development, reading and spelling, and assessment of learners. We were granted permission to evaluate the teachers' perceptions of the workshops that were presented. This was done by means of open-ended questions regarding the value teachers attached to the training they had received. The responses revealed a negative attitude toward most of the presentations because the teachers felt that they had not gained enough applicable knowledge and skills for application in their classrooms or for addressing the problems they were experiencing. Because these workshops were presented over weekends, some teachers commented that they had sacrificed too much in time and effort compared to what they had gained. Their expectations that they would be able to deal with outcomes-based education and support learners with learning difficulties in an inclusive classroom had not been met. Similar results were obtained in a study by Swart, Engelbrecht, Eloff and Pettipher (2002:183) in which teachers showed a negative attitude towards in-service training (a form of CPD) as they felt they had not acquired sufficient knowledge and skills to address the diversity in their classrooms.

CPD workshops need to be improved to enhance teachers' enthusiasm for attending such workshops. A review of the literature was conducted to determine the principles necessary for a successful CPD workshop and a two-day workshop was planned according to these principles. In the workshops, the teachers' need for support in coping with learners with learning difficulties in inclusive education classrooms was addressed. The principles of CPD received special attention in developing these workshops. In this article we reflect on the findings to the following question:

What were teachers' perceptions of the value of a workshop to help them cope with learners with learning difficulties in their classrooms?

A questionnaire, also adhering to the principles of CPD, was compiled. At the end of the workshop, the teachers completed a questionnaire to determine their perceptions on the value of the workshop. Their responses were statistically analysed to determine to what extent their needs had been met and to what extent factors such as teaching position, gender, age, and qualifications had influenced their views on the value of the workshop.

Since the researchers had attended to the underlying principles of CPD and addressed the specific need of teachers to support learners with learning difficulties, it was assumed that the teachers would rate the workshop positively. The researchers also expected factors such as teaching position, gender, age, and qualifications not to influence their perceptions.

Principles underlying continuous professional development (CPD)
CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process (Bolam in Early & Bubb, 2004:4; Day & Sachs, 2004:3).

According to various authors, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2003:9; Muijs, Day, Harris & Lindsay, 2004:291). Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson, 2001:1). Collinson (2000:125) states that the best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education (Bredeson, 2003:14; Muijs *et al.*, 2004:291). Isolated inputs which do not build on one another have little value for those attending the training.

Personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another (Bunting, 1997:30; Day, 1999:148; Kaagan, 2004:3) but also relies on the prior knowledge (Bredeson, 2003:9), wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Early & Bubb, 2004:17; Greenberg, 1998:31). Obtaining knowledge and sharing existing knowledge and skills with others to join forces (Kaagan, 2004:4) are valuable tools for change and improvement. Programmes for CPD and workshops must therefore cater for this diversity so that the needs of all participants can be met (Anderson, 2001:17).

In addition to these principles, clarity of aim is an essential motivator for a successful workshop. Before the commencement of training, planners of training programmes should reflect on what they wish to accomplish through training. Do they, for example, want all teachers to develop a desire for lifelong learning, to update knowledge and/or to be the best teachers possible? The literature indicates that teachers do not necessarily see teacher training as a lifelong process of critical thinking, reflection and self-direction. They often rely on rote learning of meaningless facts in their preparation for the teaching profession (Waddington, 1995:76). The purpose of CPD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001:1; Day, 1999:148; Day & Sachs, 2004:22).

CPD should also afford teachers an opportunity to apply their newly ac-

quired knowledge in practice. It is essential for teachers to be guided to develop their own ideas and experiment with them in order to determine their success. Assessment should therefore be an integral part of continuous professional training and the teacher must be given the chance to discuss with others what has been done. In support of this statement, Anderson (2001:11) contends that, guidance, support by one's own 'peer group', and formative assessment must be integrated into professional development.

Wheeler (2001:14) cautions that CPD will not have a beneficial impact in less-developed countries (LDCs) unless it is carefully designed to meet the contextual needs of the teachers involved and contains built-in monitoring and sustainable components. It cannot take place in isolation and the impact of even the best programmes, courses or materials relies heavily on the way they are regarded and used by the school as a whole (Anderson, 2001:12).

To summarise: Successful CPD is dependent on the implementation of the following principles. Regarding the workshop itself: the aim should be general improvement of education; formal and systematic planning of the workshop; stating and clarifying the aim of the workshop; focusing on critical thinking, reflection and self-direction; developing excellence by means of competence, confidence and enjoyment and adhering to teachers' contextual needs. The personal value for teachers requires focusing on teacher orientation, training and support; providing and broadening new knowledge and skills and the creative use of these; fostering positive attitudes and enhancing personal and professional growth. Finally, CPD should also focus on the teachers' teaching approach: seeing development as a continuous process, using the diversity of the group and thus allowing for flexibility; sharing the existing knowledge and experience of the group; realising the importance of assessment; and enhancing support of the peer group.

CPD principles in practice (planning and presenting a workshop)

We planned a CPD workshop for teachers in Gauteng as a follow-up to previous workshops. Support for learners with learning difficulties in the inclusive classroom was the focus of the two-day workshop because at the initial workshops, teachers had expressed a need in this regard. The following topics were addressed: the nature of learning; Curriculum 2005 and learning outcomes; the nature, causes and manifestations of learning difficulties; and support for teachers to help them cope with learners with learning difficulties in their classrooms by providing a variety of strategies to support them with problems of reading, spelling, writing and numeracy. At the start of the workshop, the teachers were afforded an opportunity to reflect on the challenges they had experienced in the inclusive classroom. Their need for support to cope with learning difficulties was again highlighted.

A well-planned programme of topics to be addressed was presented to the attendees and the aims of the workshop outlined. Teachers were afforded an opportunity to share their personal expectations of the workshop. The planned outcomes (aims) for this training were that teachers should enjoy the

training and be confident and also equipped with knowledge, attitudes and skills to deal with learners experiencing learning difficulties in the classroom. The ultimate aim of all the activities was change and improvement in teaching methods and establishing an awareness of the importance of lifelong learning.

A lack of specific knowledge of learning difficulties emanated from the initial workshops. The researchers developed teaching material and techniques to orientate, train and support teachers. A comprehensive hand-out, on the nature of learning, C2005 and the nature, causes and manifestations of learning difficulties, was provided to broaden the teachers' knowledge and skills on the topic. Many applicable activities were included in the hand-out, and space was provided for notes and personal reflections. The theory on the topic was supported by a hands-on approach with a view to not only providing knowledge but also demonstrating and practising challenging and innovative ways of teaching to adapt the teaching material to their own contextual needs.

On the basis of their personal practical experience, the researchers provided a variety of strategies to address reading, spelling, writing and numeracy difficulties. The participants were afforded the opportunity of practising various activities and sharing their experiences and knowledge with one another. From the reflections of the teachers it was clear that these activities boosted their confidence, and helped them to acquire knowledge, attitudes and skills. Although not measurable in the short term, these activities were planned to enhance critical thinking, reflection and self-direction and to guide the teachers towards teaching excellence. Because all of the teachers were not from affluent areas, they were afforded the opportunity to reflect on the applicability of the techniques to their own context.

Examples and practical activities on assessment criteria for C2005 outcomes were provided. The importance of peer support and learning as a continuous process was emphasised. Teachers organised themselves into working groups, intending to meet on a regular basis to share their teaching experiences. The general improvement of the participants' teaching and the long-term success of the workshop could not be determined in this study but would have to be followed up in a future project. A proposal for follow-up workshops to maintain the positive effect of this workshop has been submitted to the Gauteng Department of Education.

The workshop included applied competence and provided opportunities for teachers to share existing knowledge and skills. The presentation was video-taped for subsequent reference.

Methodology

An empirical investigation was conducted and a survey research method employed. A closed-answer questionnaire was used to determine the perceptions of teachers on the value of the workshop for them. The questionnaire was compiled after a thorough literature study on the principles for CPD. The following aspects were addressed in the questionnaire: biographical data, personal value of the workshop and influence of the workshop on the partici-

pants' teaching approach. It was also vital to determine whether the workshop had met the specific needs of the teachers and what their views were on the time they had spent and the sacrifices they had made. An additional aim of the questionnaire was to determine whether factors such as teaching position, age, gender, or qualifications had an influence on the views of teachers. In line with Cohen, Manion and Morrison's (2000:244) suggestions, a value-based format was used to complete the questionnaire. Teachers were requested to indicate on a four-point scale to what extent they had experienced the workshop as valuable.

The researchers focused on all the principles indicated for successful CPD and took special care to ascertain the participants' ability to apply their new knowledge and skills in their own context by practising the techniques explained during the workshop. The researchers therefore expected to improve the workshop methodology and contribute to the teachers' satisfaction with CPD.

Convenience sampling was applied (Mouton, 2003:100; Rossouw, 2003: 114) to all the teachers in the General Education Band in Soshanguwe township near Pretoria, Gauteng. A group of 95 persons, consisting of foundation phase, intermediate phase and senior phase teachers attended the workshop. The researchers complied with the necessary ethical issues and received permission from the Gauteng Department of Education to administer the questionnaire at the workshop.

Descriptive statistics involving frequencies, the chi-squared procedure and Pearson correlations were used to analyse the data. Differences and relationships at the 0.01 and 0.05 levels were regarded as significant. Unfortunately, because the group was limited, the possibility of statistical inference or generalisation was also restricted. As we studied only a portion of the population about whom we wished to make certain inferences, we could not necessarily expect our findings to be apply to the whole population (Rossouw, 2003: 115). Also, because of the unique nature of the research, the questionnaire had not been previously standardised. Despite these limitations, we felt that the findings of the research would be of value for future planning of CPD. Furthermore, the relationship of trust between the researchers and the teachers and the fact that the latter were motivated to contribute to the investigation made the entire exercise worthwhile.

The necessary measures were taken to ensure validity and reliability. Two measures of validity were considered when compiling the questionnaire, namely, content validity and face validity (De Vos & Fouché, 1998:82). The questionnaire measured what it was supposed to measure and the questions were adequate to be representative of the phenomenon (Leedy, 1993:41). Steps were taken to ensure the content validity of the questionnaire in the sense that an extensive literature study was conducted and various experts were requested to check the phrasing and assignment of items to fields.

The current study did not entail large-scale sampling, which made traditional reliability superfluous. The questionnaire was therefore constructed as

an exploratory instrument to establish trends, and was not designed for extensive numerical treatment of data (Mouton, 2003:100). The questionnaire was modified and administered in close consultation with university statisticians.

Findings, discussion and conclusions
The following is a discussion of the findings in terms of biographical data and several broad categories, namely, personal value, teaching approach, specific needs and time and sacrifices.

Biographical data
The teachers who participated in the study were teaching in the General Education Band: 46.3% in the foundation phase, 44.2% in the intermediate phase and 9.5% in the senior phase. Of the 95 teachers in the sample, only 10.5% were male while the majority, 89.5%, were female. The age distribution of the participants was as follows: 26–29 years (1.1%), 30–39 years (28.4%), 40–50 years (49.5%) and those older than 50 years (21.1%). The majority were therefore older than 30 years. Of the participants, 29.6% did not meet the minimum qualification (REQV 14) for teachers, while more than 30.5% had a qualification higher than the expected REQV 14 level.

Teachers' perceptions
Personal value and teaching approach
The results of teachers' perceptions, of the value of the workshop for CPD for personal development and to effect change in their teaching approach, are summarised in Tables 1 and 2. (For discussion purposes, 'definitely disagree' and 'disagree' were grouped together, as were 'definitely agree' and 'agree'.)

According to Table 1, the teachers found the particular CPD workshop important for personal development, support, provision of information, teaching confidence, skills development and a change in teaching habits. More than 90% of the participants 'definitely agreed' and 'agreed' about the importance of the workshop for personal development (94.7%), enhancement of work life by providing support (92.7%), development of teaching confidence (95.8%), increasing skills (92.6%) and changing existing teaching habits. Almost 90% of the teachers viewed provision of knowledge (89.5%) as one of the positive aspects of the CPD workshop.

Table 2 indicates the teachers' views on the importance of CPD for teaching methods, teaching competence, excellence and development of whole school growth. More than 90% of the participants 'definitely agreed' and 'agreed' on the importance of CPD to effect change in methods (91.5%), improve teaching competence (94.8%), develop teaching excellence (95.8%), and develop whole school growth (92.7%).

Specific needs
Table 3 reflects the participants' perception of the value of the CPD workshop to address their specific needs.

Table 1   Personal value of workshops

	Frequency	Percentage
Contribute to personal development:		
Definitely agree	59	62.1
Agree	31	32.6
Disagree	3	3.2
Definitely disagree	2	2.1
Total	95	100.0
Make work life better (support):		
Definitely agree	49	51.6
Agree	39	41.1
Disagree	2	2.1
Definitely disagree	5	5.3
Total	95	100.0
Provide information:		
Definitely agree	47	49.5
Agree	38	40.0
Disagree	5	5.3
Definitely disagree	5	5.3
Total	95	100.0
Develop teaching confidence:		
Definitely agree	64	67.4
Agree	27	28.4
Disagree	2	2.1
Definitely disagree	2	2.1
Total	95	100.0
Increase skills:		
Definitely agree	61	64.2
Agree	27	28.4
Disagree	7	7.4
Definitely disagree	0	0.0
Total	95	100.0
Change existing teaching habits:		
Definitely agree	46	48.4
Agree	32	33.7
Disagree	8	8.4
Definitely disagree	1	1.1
Total	87	91.6
Missing system	8	8.4
Total	95	100.0

Table 2   Value of workshops to effect change in teachers' teaching approach

	Frequency	Percentage
Change thinking about teaching methods:		
Definitely agree	52	54.7
Agree	35	36.8
Disagree	4	4.2
Definitely disagree	4	4.2
Total	95	100.0
Improve teaching competence:		
Definitely agree	60	63.2
Agree	30	31.6
Disagree	3	3.2
Definitely disagree	2	2.1
Total	95	100.0
Develop excellence:		
Definitely agree	59	62.1
Agree	32	33.7
Disagree	2	2.1
Definitely disagree	2	2.1
Total	95	100.0
Develop whole school growth (general development):		
Definitely agree	49	51.6
Agree	39	41.1
Disagree	4	4.2
Definitely disagree	3	3.2
Total	95	100.0

A high percentage of teachers indicated that the CPD workshop addressed specific needs. According to Table 3, more than 90% of the participants 'definitely agreed' and 'agreed' that the workshop had improved their knowledge (93.7%), met their need for training (92.7%), addressed their specific needs (91.6%) and inspired them to teach (90.5%).

Time and sacrifices
Table 4 reflects the teachers' views on the time they set aside and sacrifices they made to attend the CPD workshop.

Attending workshops is a time-consuming activity and, besides the cost of the workshop and transport, teachers also sacrificed time and energy. A high percentage (85.3%) of the participants 'definitely agreed' and 'agreed' that they had gained more from the workshop than they had had to sacrifice. Only 39% of the participants 'definitely agreed' and 'agreed' that the workshops, which are usually held in the school holidays or on Saturdays, were at a con-

Table 3 Value of workshops to address specific needs

	Frequency	Percentage
Necessary to improve knowledge:		
Definitely agree	63	66.3
Agree	26	27.4
Disagree	4	4.2
Definitely disagree	2	2.1
Total	95	100.0
Need for training:		
Definitely agree	68	71.6
Agree	20	21.1
Disagree	4	4.2
Definitely disagree	3	3.2
Total	95	100.0
Themes addressed applicable to needs:		
Definitely agree	60	63.2
Agree	27	28.4
Disagree	5	5.3
Definitely disagree	3	3.2
Total	95	100.0
Presentation inspired own teaching practice:		
Definitely agree	50	52.6
Agree	36	37.9
Disagree	4	4.2
Definitely disagree	5	5.3
Total	95	100.0

venient time, while 42.1% felt that workshops were too time-consuming.

The findings reflected in Tables 1, 2, 3, and 4 clearly indicate that the participants were satisfied with the CPD workshop presented on support for learners with learning difficulties.

In presenting a workshop on learning difficulties the researchers aimed at empowering teachers to cope with learners with learning difficulties in their classrooms. The findings of the questionnaire indicated that teachers valued the workshop positively in terms of personal development, confidence and teaching support. They indicated a willingness to change their teaching habits and methods and agreed that this change would contribute to the development of whole school growth. These findings could indicate that focusing on the principles underlying CPD could improve the workshops and contribute to the satisfaction of teachers in this regard.

On the expected differences in the views of respondents who showed variations in position, age, gender, and qualification, the results were negative. Chi-squared analysis and *t* tests showed that the respondents who had

Table 4   Time and sacrifices

	Frequency	Percentage
Training involves personal sacrifice:		
Definitely agree	59	62.1
Agree	22	23.2
Disagree	6	6.3
Definitely disagree	6	6.3
Total	93	97.9
Missing system	2	2.1
Total	95	100.0
Time of training convenient (in school holidays):		
Definitely agree	20	21.1
Agree	17	17.9
Disagree	18	18.9
Definitely disagree	40	42.1
Total	95	100.0
Too much time spent on training:		
Definitely agree	16	16.8
Agree	24	25.3
Disagree	25	26.3
Definitely disagree	29	30.5
Total	94	98.9
Missing system	1	1.1
Total	95	100.0

taught in different phases did not differ significantly ($p > 0.05$) in their views on different aspects of continuous professional training. Calculations indicated no significant correlation between the respondents' age ($p > 0.05$), highest academic qualification ($p > 0.05$), or gender ($p > 0.05$) and their average satisfaction with CPD.

Chi-squared analysis was used to indicate whether academic qualifications influenced the teachers' views on different aspects of CPD. It was found that qualifications did affect the views of teachers regarding the value of the CPD workshop to (1) increase their efficiency, and (2) inspire them for their own teaching practice. The findings are presented in Tables 5 and 6.

Table 5 demonstrates that most of the teachers (93%) 'agreed' (29%) and 'definitely agreed' (64%) that the workshop had increased their efficiency. Teachers with REQV11 and REQV12 formed only 3% of the total, and this result was therefore statistically insignificant. This overwhelming support is from all higher levels of REQV. The researchers expected a high degree of satisfaction, because teachers had requested a workshop on support for learners with learning difficulties in inclusive education. The teachers with other qualifications also viewed the workshop as valuable for increasing efficiency.

Table 5   Cross-table presenting highest academic qualification and view of increased efficiency

Highest academic qualification		Efficiency			
		Definitely agree	Agree	Disagree*	Total
REQV 11	Count			1	1
	% of category			100%	1.1%
REQV 12	Count	2			2
	% of category	100%			2.1%
REQV 13	Count	16	6	2	24
	% of category	67%	25%	8%	25.3%
REQV 14	Count	23	15	1	39
	% of category	59%	38%	3%	41.1%
Other	Count	20	6	3	29
	% of category	69%	21%	10%	30.5%
Count		61	27	7	95
	% of total	64.2%	28.4%	7.4%	100.0%

df = 8; χ^2 = 11.277; $p < 0.05$
* None of respondents indicated 'definitely disagree'

Table 5   Cross-table presenting highest academic qualification and view of inspiring their own teaching practice

Highest academic qualification		Inspiring their own teaching practice				
		Definitely agree	Agree	Disagree	Definitely disagree	Total
REQV 11	Count			1		1
	% of category			100%		100%
REQV 12	Count	2				2
	% of category	100%				100%
REQV 13	Count	12	11	1		24
	% of category	50%	46%	4%		100%
REQV 14	Count	17	19	1	2	39
	% of category	44%	49%	2%	5%	100%
Other	Count	19	6	1	3	29
	% of category	66%	21%	3%	10%	100%
Count		50	36	4	5	95
	% of total	53%	38%	4%	5%	100%

df = 12; χ^2 = 18.592; $p < 0.01$

Table 6 demonstrates that academic qualifications affected the teachers' views on the value of the CPD workshop on inspiring them in their own teaching practice. A total of 91% of the teachers 'agreed' and 'definitely agreed' that the workshop had inspired them. From the information in Table 6 one may conclude that only nine of the 95 participants 'disagreed' and 'definitely disagreed' that the presentation had inspired them in their own teaching prac-

tice. The researchers had expected a high degree of satisfaction, because not only had they adhered to the principles of successful CPD, but they had also empowered teachers by practising the various techniques dealt with at the workshop.

Conclusion

In moving to outcomes-based and inclusive education there were respondents who felt that they lacked the necessary knowledge and skills to address all the existing challenges. However, they had no choice but to keep up with new methods and trends in education. In this article the point of departure is the premise that CPD is necessary to empower teachers by giving them the necessary confidence, knowledge and skills. To achieve success, such development should adhere to certain principles and meet specific criteria.

In this study, a workshop was planned to empower teachers to support learners with learning difficulties. In the planning of the workshop, special attention was focused on following the principles for successful CPD and a variety of activities were incorporated to enable teachers to practise the suggested techniques. A hands-on approach was followed and teachers were shown how to apply the knowledge in their specific circumstances. All activities in the workshop adhered to the principles of CPD as determined in the literature. The principles were incorporated into the presentation of the workshop. Although the workshop was on learning difficulties, its research aim was to determine the success of the application of CPD principles in the workshop. This was done by using a questionnaire to determine the teachers' perceptions of various aspects of CPD.

The results of the questionnaire administered to determine how teachers valued the specially planned CPD workshop revealed a great measure of satisfaction as well as a change to more positive attitudes about CPD. Teachers indicated that the workshop had had personal value for them: it had helped to improve their work lives, provided knowledge, developed excellence and efficiency and could contribute to a change in existing teaching habits. They indicated that the workshop had enhanced their critical thinking about their teaching methods, developed competence and made them aware of whole school development. The workshop was also valued as a tool to upgrade their knowledge, address specific needs and inspire them in their teaching practice. The majority of teachers acknowledged the importance of CPD and felt that the sacrifices they had made were worth it. The main problem experienced was that the workshop had been presented during the school holidays. In South Africa, this often poses a problem. Teachers seem to feel that they need the school holidays to recover from all their hard work during the term, and do not want to attend CPD courses during the holidays. Departments of Education will have to take note of teachers' views on workshops during school holidays. Presenters of CPD also need to attend to the importance of well-planned activities according to the indicated principles to ensure that teachers are willing to attend and to show a positive attitude towards CPD and the attendance of workshops. The departments of Education should be advised

to consider these principles in their professional training programmes.

The results of the study indicated the importance of the principles of CPD in the presentation of courses being applied. In order to succeed, the planning of CPD should adhere to the basic principles identified and applied in this study. As one of the participants so aptly described the CPD: "*You opened a world of understanding*". We can only re-emphasise:

I hear and I forget. I see and I remember. I do and I understand.

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